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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **World War I and World War II Effects** | | |
| **Instructional Period** | **6th Social Studies** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| **SS6H7 B and C: The student will explain conflict and change in Europe to the 21st Century:**  **B: Describe the Impact of WWII in terms of the Holocaust, origins of the Cold War, rise of Superpowers**  **SS6H7 The student will explain conflict and change in Europe to the 21st century.**  a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | **SS6H7 B and C: The student will explain conflict and change in Europe to the 21st Century:**  **B: Describe the Impact of WWII in terms of the Holocaust, origins of the Cold War, rise of Superpowers**  Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.  **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **2** | EQ-How did the Treaty of Versailles that ended WWI and the worldwide depression lead to the rise of Nazism and WWII?  \*\*Students will identify countries on particular sides of the Treaty. | Textbooks, computer, primary and secondary resources   * On a blank map, identify physical features and countries of Europe.   [Europe Maps- World Atlas.com](http://worldatlas.com/aatlas/world.htm)  Geographic Resources: Sites for online maps   * Outline Maps and Map Tests- Maps provided by: [www.worldatlas.com](file:///C:\Users\User\Downloads\www.worldatlas.com) * Physical Maps- Maps provided by   <http://www.freeworldmaps.net>   * Regional Maps- CIA Factbook   <https://www.cia.gov/library/publications/the-world-factbook/>   * Extensive Map Collection- provided by The University of Texas.   <http://www.lib.utexas.edu/maps/map_sites/hist_sites.html#europe> |
| **2-3** | Describe the events that occurred towards the end of WWI that led into WWII..what are the causes and effects of each event? | Textbooks, computer, primary and secondary resources; powerpoint presentation |
| **2** | What is the major impact of the Great Depression? | Textbooks, computer, primary and secondary resources:  [Geo. of the World-Europe: Land and Resources Video- GPB](http://gpb.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=8791BCED-9250-4CF3-9E40-0B4072617D7A) |
| **2** | * Why did Russia Drop out of WWI? | Textbooks, computer, primary and secondary resources: |
| **2** | * How did the Treaty of Versailles lead into the Rise of Nazism? | Textbooks, computer, primary and secondary resources:  \*Brain Pop on Nazism |
| **2** | * Explain how Hitler used the Great Depression to help him win over support? | Textbooks, computer, primary and secondary resources: |
| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **(on/offline)** |
| **3** | What two terms describe the dividing line between eastern/western and communist/  noncommunist areas? | Media Center research materials; atlas; online and physical textbook; internet. |
| **3** | As a world superpower, the Soviet Union had....  As a world superpower, the United States had... | Media Center research materials; atlas; online and physical textbook; internet |
| **3** | Which was one of the areas of disagreement between the Soviet Union and United States during The Cold War? | Textbooks, computer, primary and secondary resources: |
| **3** | Which condition is considered a superpower? | Textbooks, computer, primary and secondary resources: |
| **3** | Which country was the leader of the Eastern Bloc? | Textbooks, computer, primary and secondary resources: |

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| **Standards (Primary)** | | | | **DOK (Ceiling)** | | **Integrated** | | |
| All Enduring Understandings | | | | 2-4 | |  | | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***   * physical features * Danube River * Rhine River * English Channel * Mediterranean Sea * European Plain * Alps * Pyrenees * Ural Mountains * Iberian Peninsula * Scandinavian Peninsula * Belgium * France * Germany * Italy * Poland * Russia * Spain * Ukraine * United Kingdom * World Wide Depression * Economic Depression | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***   * Acid rain (in Germany) * Air pollution (in U.K.) * Nuclear disaster (in Chernobyl, Ukraine) * Chernobyl, Ukraine * Atmosphere * Land evacuation * Cancer * Radioactive * Radiation * Air currents * Population density * Maps * Population density map * Climate map * Natural resource map * Physical map * Siberia * Religion * Ports * Christianity * Judaism * Islam * Pillars * Holy Book * Beliefs * Culture * Exploration * Colonization; * Prince Henry the Navigator. * empire * Africa * Asia * WWI. * **New:** Reparations Resentment Nazism Economic depression Unemployment Holocaust Cold War Superpowers | | | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***   * Permanently frozen * Inhibits * Sea lanes * Formidable obstacles * Terrain * Vegetation * Contamination * Sulfur deposits * Power stations (industry and power generation) * Vehicle emissions * Permanently frozen * Inhibits * Sea lanes * Formidable obstacles * Terrain * Treaty of Versailles * Nazism * Racism * Revolution   **TAPS 2, 3, 5**   * Ideology | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading  Who, What, When and Where Graphic Organizer | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |
| **Enrich/Elaborate** (differentiation of process ) ***WICOR:*** | Students will complete a choice task based on their chosen level of rigor  Students will also engage in using various graphic organizers to engage in the process of learning (ex: Exploration Graphic Organizer—conflict/change and cause/effect) | | | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:*** | Students will be assigned a multiple choice and written response assessment | | | | | | | |
| **Resources** | Media Center research materials, internet  Textbooks, computer, primary and secondary resources  Online atlas; online textbook | | | | | | | |

**• Monday: Vocabulary (Test and Voc, if permits for Holmes)**

**• Reparations**

**Resentment**

**Nazism**

**Economic depression**

**Unemployment**

**Holocaust**

**Cold War**

**Superpowers**

**Ideology**

**\*Define, Write a sentence using; draw a picture**

**• Tuesday:**

**• Students take notes and complete:**

**• 1. After notes; create a chart about the 5 W’s relating to the Holocaust: Who,**

**What, When, Where, Why. Work individually or with one other partner.**

**• 2. Write 1-2 paragraph descriptive letter to Ms. Revere explaining the following**

**events that from WWI into the end of WWII. You will use the following words:**

**Reparations, Unemployment, Nazism, Holocaust, End of WWII, and Cold War.**

**Draw three pictures to represent your summary. You will include clear focus,**

**lively words, figurative language.**

**• Who • What • When • Where • Why**

**• Ticket Out the Door: Who was involved in the Holocaust? What is the**

**Holocaust?**

**Wednesday:**

**Students will take more notes on the Cold War and Rise of Superpowers**

**(powerpoint). After notes, create Venn Diagram. Using notes, and/or Coach Book**

**(page 170 and 171), list 5 facts about the US and Soviet Union, and 3 they have in**

**common. Draw one picture for each side.**

**Soviet Union**

**Afterwards, students answer the following questions with their partners:**

**1. Which country was the leader of the Eastern Bloc?**

**2. What two terms describe the dividing line between eastern/western and communist/**

**noncommunist areas?**

**3. Which was one of the areas of disagreement between the Soviet Union and United States during**

**the Cold War?**

**4. As a world superpower, the Soviet Union had....**

**5. As a world superpower, the United States had...**

**6. Which condition is considered a superpower?**

**Thursday:**

**1. Video on Cold War http://6thgradegps.wikispaces.com/**

**47+SS6H7+Conflict+and+Change+in+21st+Century+Europe+B (scroll down, it is a youtube**

**video.) Have students take 3 facts on video (10 mins)**

**2. Jeopardy (if time permits) https://jeopardylabs.com/play/europe-history-ss6h7**

**3. Create a visual timeline using chart paper; students will use crayons and/or markers to draw**

**pictures of the following events in the order it happened: WWI, Rise of Nazism, Cold War, Rise**

**of Superpowers. One picture each.**

**4. Ticket out the door: 3-2-1. (see attached)**

**5. Computer labs will be used, for NHD.**

**Friday:** Assessment and NHD work (4.5)